

IV. *Ideals Strengthened.*

- a. They realize more the responsibility of each member in the group to every other member as they work together.
- b. They develop a critical attitude toward their work; if the light does not come on they know that they have made a mistake somewhere.
- c. They learn to realize that practical problems in life should be met and worked out by each individual; they apply their findings to the home lighting system.
- d. They realize that knowledge is a step toward success; they cannot correct the fault in the light unless they know how to find it.
- e. They develop an attitude of carefulness and attention in little things; one little mistake in the system may cause the whole thing not to work.
- f. They are lead to feel that their knowledge in this field is not complete and to study other problems which branch out from this study; they find that electricity can be used for many other things besides electric lighting.

Practically every problem in physics can be worked out in this way, and by so doing the pupil will develop an interest in the subject and will see that it has an immediate value for him in everyday life. I believe the one hope for physics is through pupil activity in practical problems. In order to carry out this kind of work it is necessary that the teachers of physics be well trained and that they be enthusiastic for the success of the subject.

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SADIE WILLIAMS

THE SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES BY TEACHERS OF ENGLISH IN THE HIGH SCHOOL OF VIRGINIA

WITHIN the last few years there has been considerable discussion concerning extra-curricular activities in the high schools. Teachers have been asked to aid and have volunteered their services in trying to encourage and foster certain activities, and English teachers have been given their share of this extra responsibility.

The problem of controlling student activities is a very perplexing one. In some schools the teachers handle these activities completely, "leaving nothing for the students to do. This method loses some of the biggest advantages of school life in that it deprives the students of the opportunity to acquire an actual, first-hand knowledge of the work of public governing bodies."¹ In other schools the pupils have almost complete control of these organizations, but this has not proven satisfactory, "as dishonesty, irresponsibility, and lack of training of the pupil"² caused the activities which should bring about good results to function otherwise. It has been shown that the co-operation of faculty and students is necessary for

¹Carden—"The Control of Student Activities." *Education*, September, 1917, p. 14.

²Reed—"Extra-Curricular Activities in High School." *Virginia Teacher*, November 1922, p. 258.

extra-curricular activities to function as they should, and this means teacher sponsorship.

The English course of study for Virginia high schools suggests certain extra class-room activities which should be encouraged and fostered in the English classes. Among these are included literary societies, debating clubs, student publications, class plays and entertainments, chapel exercises on special days, "Better English" campaigns, contests in reading, speaking, debating, etc.³

It is the purpose of this paper to show from replies to a questionnaire sent to English teachers in Virginia what extra-curricular activities are fostered in Virginia high schools, how many of these activities are sponsored by English teachers, and the amount of time required of teachers for this extra work. English teachers should realize their responsibility and should encourage and support extra-curricular activities, but they should not be burdened with too many extra duties if they are to perform their work efficiently.

The information which was obtained from forty replies to the questionnaire which the author sent to teachers of English in Virginia high schools comprises a large part of this thesis.

Literary societies, inter-scholastic contests in reading, debating, speaking, etc., and various forms of entertainments, such as class plays or some similar activity, are in most of the high schools from which replies were received. Among the activities not directly connected with English the most predominant are: class organizations, athletic associations, glee clubs, and orchestras.

Debating and dramatic clubs are sponsored in some of the larger and in a few of the smaller high schools. Three schools reported student publications, but did not indicate what type of publication they were. One of these reported that the student pub-

lication was printed in the town newspaper. However, quite a few schools reported that they had certain student publications which include magazines, newspapers, annuals, and advertising of special activities. One teacher reported that they had a weekly page in the local paper in place of having a regular newspaper in school.

Four schools reported chapel exercises, regular but did not indicate whether they were held during a regular assembly period or only on special occasions. Most schools do have a regular assembly period. "Better English" campaigns are conducted in a number of schools.

Table I shows the numerous activities existing in the high schools of Virginia and the number of schools which reported these activities.

TABLE I

ACTIVITIES IN FORTY VIRGINIA HIGH SCHOOLS

<i>Name of Activity</i>	<i>Number</i>
Literary societies	26
Debating clubs	10
Dramatic clubs	11
Student publications	3
a. Magazines	8
b. Newspapers	13
c. Annual	14
d. Advertising special activities	9
Chapel exercises	4
a. Regular assembly period	24
b. Special occasions	16
"Better English" campaigns	17
Inter-scholastic contests in reading, debating, speaking, etc.	27
Entertainments: class plays, or any other activity directly connected with English	34
English club	1
Class organizations	26
Athletic associations	30
Scouts	
a. Boy Scouts	6
b. Girl Scouts	5
Musical organizations	1
a. Glee club	20
b. Orchestra	12
c. Music club	1
d. Chapel singing	1
Student government (partial 1)	6
Departmental clubs	
a. Reading club (English)	1
b. French	6
c. Latin	3
d. Civics	1
e. Science	1
f. Commercial	2
g. Spanish	1
h. Home Economic	4
i. Agricultural	1
Four H	2

³*High School Course of Study in English*. State Board of Education, Richmond, Virginia. p. 29.

j. Sewing	1
k. Art	1
Junior Farmer	1
Junior League	3
Civic League	1
Student club, for girls	1
Hi-Y, for boys	1
Community League	2
Junior Red Cross	1
Library organization	1
Social activities	1
Parent-Teachers Association	1
Girls' Reserve	1
Girls Junior Reserve	1

Two teachers reported that they acted as librarian at some period during the day and another teacher said that she was basketball coach. One teacher reported musical organizations, but said they were sponsored in town.

The number of activities in each high school ranges from four to twenty-five. Table II shows those schools having the largest number of activities and indicates the number of activities in each.

TABLE II
NUMBER OF ACTIVITIES IN CERTAIN VIRGINIA
HIGH SCHOOLS

<i>High School</i>	<i>Number</i>
Salem	25
Norfolk	23
Scottsville	15
Richmond	15
Portsmouth	15
South Boston	14
Bridgewater	13
Appomattox	13
Petersburg	13
Rocky Mount	13
Dayton	12
Williamsburg	12
Ashland	12
Blackstone	12

In order to show how the interest in extra-curricular activities has increased in some of the high schools within the last five years, the author has compared her data with that of Miss Reed, who made a study of extra-curricular activities in the high schools for 1921.⁴

TABLE III
COMPARISON IN NUMBER OF ACTIVITIES IN CERTAIN
HIGH SCHOOLS

<i>High School</i>	<i>1921</i>	<i>1926</i>
Norfolk	14	23
Portsmouth	15	15
Richmond	13	15
Norton	7	8
Scottsville	6	15

⁴Reed—"Extra-Curricular Activities in High School." *Virginia Teacher*, November, 1922, p. 256.

English teachers certainly have a large share in the sponsorship of these various activities. James F. Hosic says: "Probably no other department of a high school faculty is so often called upon to assist in all branches of school activities, save only athletics, as the English department, and although such work often lays an extra burden on shoulders already heavily laden, there is justification for it in the fact that no other work of the school may be so benefited by them."⁵ He believes that the school library, literary societies, dramatic clubs, and the school paper, when they are properly developed, are of unquestionable value to teachers of literature.

From the data at hand, it is seen that English teachers also sponsor class organizations, athletic associations, glee clubs, and other clubs and organizations, in addition to the numerous activities directly connected with English.

Different activities which are sponsored by several English teachers are here listed, in order to show what a burden some of the teachers have. One teacher said that she taught Latin in addition to English and sponsored the literary society, debating club, annual, the advertising of special activities, interscholastic contests in reading, debating, speaking, etc., entertainments, class organizations, and 4H agricultural club, and in addition had charge of the regular assembly period. A second teacher supervises literary societies, the newspaper, class organizations, athletic association, glee club, orchestra, student government, certain contests and entertainments, has charge of regular assembly period each Wednesday, and holds a "Better English" campaign during "Better English" week. Another teacher sponsors dramatic clubs, debating club, the newspaper, chapel exercise of special occasions, contests in reading, debating, etc., entertainments, class organizations, the athletic association, Boy Scouts, glee club, orchestra, Girls' Reserve, Girls' Junior Reserves,

⁵Hosic—*Reorganization of English in Secondary Schools*, p. 75.

agricultural club, and home economic club.

It is not necessary to cite further illustrations in order to show that the English teacher in many instances has an especially heavy load.

From studying these questionnaires, one finds that usually the English teacher in the smaller high schools has the greater responsibility, because if extra-curricular activities exist at all it somehow falls to the lot of the English teacher to sponsor them. In the larger school system the activities are generally distributed among the teachers of the department; thus the extra load of each teacher is lightened.

Table IV shows a variety of activities which are sponsored by English teachers and the number of teachers who reported that they were sponsoring this particular activity.

TABLE IV

ACTIVITIES SPONSORED BY ENGLISH TEACHERS IN FORTY VIRGINIA HIGH SCHOOLS	
<i>Name of Activity</i>	<i>Number</i>
Literary societies	19
Debating clubs	7
Dramatic clubs	4
Student publication	2
a. Magazines	5
b. Newspaper	9
c. Annual	7
d. Advertising special activities	7
Chapel exercises	2
a. Regular assembly period	8*
b. Special occasions	7
"Better English" campaigns	11
Contests in reading, debating, etc.	18
Entertainments: class plays, etc.	26
Class organizations	16
Athletic organizations	6
Boy Scouts	1
Musical organizations	
a. Glee club	5
b. Orchestra	3
c. Chapel singing	1
Student government	2
Junior League	3
English club	1
Reading club (English)	1
4H Agricultural club	2
Librarian	2
Library organization	1
Social activities	1
Community League	2
Junior Red Cross	1
Parent-Teachers Association	1
Civic League	1
Home Economic club	1
Girls' Reserve	1
Girls' Junior Reserves	1

*Partially 2.

From the collected data it is shown that the principal in the majority of cases selects the sponsor. Some replies indicated that teachers were selected for a certain activity both by students and principal, others that they were sponsoring an activity because they had volunteered their services and had been chosen by the principal to do so. There is still a third combination in which the sponsor has been selected by the students and by volunteering her services.

Table V indicates how sponsors were selected and the number of teachers selected in each way.

TABLE V

METHOD OF SELECTION OF SPONSORS FROM AMONG
ENGLISH TEACHERS

	<i>Selected by Students</i>	<i>Selected by Principal</i>	<i>Volunteer</i>
Literary societies	6	15	0
Debating clubs	3	3	1
Dramatic club	1	2	2
Student publication		1	
a. Magazine		4	
b. Newspaper	4*	3	2
c. Annual	3*	4	2
d. Advertising special activities ...	3	3	6
Chapel exercise			
a. Regular assembly period		6	3
b. Special occasions	1	5	3
"Better English" campaigns	1	5	4
Contests in reading, debating, etc. ...	3	16	4
Entertainments: class plays, etc.	7	15	7
Junior League		3	
Class organizations	6	8	1
Athletics	2	2	3
Boy Scouts	1		
Glee club	2	1	1
Orchestra		1	
Chapel singing			1
Student government	1		
Reading club (English)		1	
English club	1		
4-H Agricultural club	2		
Librarian		1	
Library organization			1
Social activities	1†		1
Community League			1
Junior Red Cross		1	
Parent-Teachers association	*†		
Home Economics club	1		
Girls' Reserve	1		
Girls' Junior Reserves	1		

*Recommended by publication board, 1.

†Same teacher.

*†Members of organization, 1.

Mr. Paul W. Terry⁶ makes this analysis of reasons for selection of teachers for outside activities:

1. Special fitness
 - a. Training
 - b. Previous experience
 - c. Liking for work
2. Accidental reasons
 - a. Some teacher had to do it
 - b. Request of principal
 - c. Do not know

In order that the situation may be improved and that teachers may not be given work for which they are not fitted, Mr. Terry makes several suggestions: "First, before making assignments for the year (or better, before the new teachers have been selected), the principal should study from adequate records and in other ways the aptitudes, training, and experience of the members of the teaching staff in reference to extra-curricular activities work with the same care which he uses in regard to their relation to the subjects of study. Every effort should then be made to find for each activity the teacher who is best prepared to sponsor it and, as far as possible, not to assign teachers to activities which they are not prepared to direct. Second, teachers themselves should be encouraged to study their interests and abilities with a view to discovering and taking charge of the extra-curricular work which they are best fitted to manage."⁷

Do Mr. Terry's suggestions apply to the selection of English teachers in Virginia? The information which the author has seems to indicate that because they are English teachers certain activities naturally come under their supervision. Some say that they have been selected because of experience, training, and interest. These are some of the replies which were received to this question.

1. "Extra activities divided among the teachers according to ability to handle them."

2. "In societies, debating, speaking, publications, etc., the right is mine by being an English teacher here. The plays and class sponsor come to me as compliments from pupils, which means lots of work and sacrifice, but lots of pleasure."

3. "Having had training in dramatics, glee club, and orchestral work in addition to English, I seemed the most available high school teacher. The coaches naturally sponsor the athletic association."

4. "Our principal tries to have each member of our faculty directly interested in some activity of the school; therefore he appoints committees to sponsor each activity. I am chairman of all literary societies and special sponsor for the Lanier Society. As I am the head of English department and especially interested in literary activities, I presume that is why he appointed me."

5. "We have five members in our high school faculty. Three of these five teach English, as well as other subjects. The outside work is divided as evenly as possible among the three of us. . . . I was asked to sponsor these activities by our principal for no reasons which are known to me."

6. "I think I was chosen because of a willingness to help, a little ability in athletics, and a thorough enjoyment of working with high school children."

7. "Until this year there was no one else who was willing and could do it. Besides, I enjoy the work. My pupils have always depended on me, and have given me the best of co-operation; therefore I have done, insofar as I could, everything to help. I can 'carry a tune,' so I'm called on to get up all music connected with the school. I'm English teacher, therefore all literary work comes under my supervision. My pupils like me; therefore they call on me in preference to some other teacher."

Some teachers said that they did not know why they were selected or that they were

⁶Terry—"Co-operation of Teacher Advisers." *Twenty-Fifth Yearbook*. National Society for the Study of Education. p. 103.

⁷*Ibid.*, p. 104.

the most available persons. A few did not answer the question.

And from these replies, my material naturally divides itself into two divisions similar to the divisions mentioned by Mr. Terry, namely, because of special fitness and because it just happened.

The amount of time spent by English teachers on extra-curricular activities varies so much that the number of hours which they really devote to this work cannot definitely be stated. A number of teachers reported that they spent at least five hours per week supervising activities. From the statements of the teachers it is shown that they themselves are not able to tell just how much time they do spend on extra-curricular activities. A few statements of English teachers in regard to this matter are here quoted.

The English teacher of Halifax says, "It is hard to estimate the time required for each activity. Most of my so-called rest periods are devoted to some extra-curricular activity and many hours after school as well."

Miss Price, of Williamsburg, estimates that she spends six and a half hours per week, besides two additional hours for each of four weeks on entertainments; then she adds "these 'Hours per Week' may not be accurate, but I estimated as closely as I could. So much of this work I do at odd minutes during my school day from 8:45 to 5:30."

Miss Wagstaff, of Floris Vocational High Schools, spends fifteen minutes daily for regular assembly period, six hours each week during the two months they are practicing the Senior play, five hours per week during fall and spring on athletics, besides other work. In a letter which she inclosed with the questionnaire, she made this explanation: "The five hours a week I entered under athletic associations are spent in supervision of athletics and not meetings; probably not more than thirty minutes a month is used in the meetings themselves. It is al-

most impossible to estimate the time spent working on committees for the athletic association. Most of the supervision of athletics is done at noon and recess, though some is done during vacant periods." She also sponsors the Community League; this work, she says, "is usually done at recess periods and during any vacant periods which both the children and I have vacant. This work takes a considerable part of my time."

Miss Deisher, of Scottsville, reports that she spends three and a half hours per week on literary societies and student publications, and often as much as twelve hours per week on class plays.

The English teacher of Norton High School states that she cannot give any very definite idea of the amount of time spent on activities, and she is not sure that her estimates are correct. According to her report she averages two hours a week on the school magazine, three hours weekly for ten weeks on the annual, and two hours per week for four weeks on inter-scholastic contests.

The number of meetings held in these various organizations and the time at which they are conducted vary. Most of the schools report two meetings per month for literary societies and during a regular school period, although there are some schools which hold weekly meetings, which are sometimes conducted outside of the regular school period. The debating clubs are weekly, bi-monthly, and monthly; and some are conducted during the school period while others are after school hours. Dramatic clubs are monthly affairs and the interscholastic contests vary, some being weekly, others monthly, while one school reported that they held a contest once a year in which all schools of the county compete. The number of entertainments during the year is very irregular. Most of these are given outside of school hours.

Class organizations have daily, bi-monthly, and monthly meetings, and about half of the schools reported these meetings in a

school period, while the others indicated that they were not at this time. The frequency of the other activities and the time of their meetings differ just as has been the case of these which have been mentioned.

Thus far we have noted the extra duties which the English teachers of Virginia high schools have placed upon them. What rewards does the teacher receive for these extra-curricular activities?

Belting says that teachers "should be given a sufficient amount of time to supervise the extra-class organizations, and receive part of their salary and promotion because of successful performance in this sphere of activity."⁸ Is this true of our English teachers?

Terry suggests rewarding sponsors of extra-curricular activities, and also lists the activities for which teachers are given reduction in teaching load or additional salary.⁹ How are Virginia teachers awarded?

Here are some of the answers that English teachers gave to this question. One says that the teachers in her school who sponsor activities have the same number of classes as those who are not connected with extra-curricular activities, and the salary is the same for both.

A teacher of one of our larger high schools made this comment: "I am given neither reduction in teaching load nor additional salary. I teach five classes per day and supervise the entire English department. We had regular meetings when necessary for the good of the department. I receive \$100 per year for supervision of the English department."

"I'm sorry not to be able to use either (a) or (b). I think this is a reflection on 'somebody' in our school system." By (a) and (b) this teacher means that she is given neither a reduction in teaching load nor ad-

ditional salary. She is sponsoring nine activities.

This is the reply of another teacher: "I am teaching four classes of English in high school, also the first year of Latin in high school, and sponsoring literary society work, interscholastic contests, senior play, and other literary work for commencement. No reduction is made in my teaching load, nor is my salary increased."

All activities are "additional to teaching load. Must cut classes or make some subterfuge in order to carry on both classes and extra-curricular activities." This is the remark made by another English teacher.

Four teachers reported a reduction in teaching load for literary societies, one for newspaper, two for annual, and two for plays or entertainments. Ten said that they received neither a reduction in teaching load nor additional salary, and eighteen teachers did not answer the question. From this, one naturally draws the conclusion that they receive no extra compensation for their work.

Terry says that "teachers are not different from other people in that the work which they do is determined in large part by the compensations which they receive. Teachers do the work of the classroom with a view of obtaining superior standing in the principal's annual rating or with the hope of winning promotion to department headships, assistant principalships, etc., or with the expectation of earning increases in salary. These and other rewards are made available to teachers because administrative officers feel that thereby better work will be encouraged. The extra-curricular side of the teacher's work needs special attention from this standpoint."¹⁰ From the remarks that the English teachers have made, it seems that they thoroughly agree with Mr. Terry's opinion.

In studying these questionnaires, it is clearly seen that the English teachers' load

⁸Belting—*The Community and Its High School*. p. 272.

⁹Terry—"Administration of Extra-Curricular Activities in the High School." *School Review*, January, 1926. pp. 18-19.

¹⁰*Ibid.*, pp. 17-18.

is unusually a heavy one, and especially is this true in the smaller high schools in which there are a great number of extra-curricular activities. Principals and students have the idea that because she is the English teacher she should be able to help with almost any type of activity that may be fostered in the school.

A teacher who is supervising six different activities which include literary society, debating club, magazine, interscholastic contests, athletic association, and chapel singing, adds: "My experience has been that English teachers are automatically assigned such positions. The general trend of thought is that teachers of English can do anything."

One of the teachers of John Marshall High School says: "I have been here only three years, so naturally I have not had so much outside work to do. While I was in a small high school I had charge of every activity there with the exception of boys' athletics. It is certainly true that the average English teacher has all of the outside work thrust upon her with no extra pay. . . ."

These are the statements of another teacher: "I am teaching in a very small high school. This is my first year teaching English. I was not sponsor of the literary society, but I have been helping and directing debates, contests, and numbers for programs. Students come to me for advice because it is more the duty of the English teacher. Here is where you can actually see the practical application of your teaching. It is the laboratory work of the English teacher. I find that the English teacher has almost more than she can do efficiently. I have done quite a bit of League work. . . . The English teacher must be an example of leadership to have good results. . . ."

Replies indicate that English teachers wish to share the responsibility which is added by extra-curricular activities, but they do not think that they should be given more than their share.

A large number of Virginia English teachers are overburdened with the regular classroom work and extra-curricular activities. They do not wish activities to suffer; they want them encouraged and fostered. But the school should reward sponsors for this extra work and thus show that their services are really appreciated.

MARY L. McCALEB

THE IDEAL TEACHER OF COMPOSITION

The teacher of composition who will identify himself with his class so completely that he will write as frequently as possible when his pupils write, will be in a fair way to become the ideal teacher of composition. To share the experiences of the class is the best way I can think of for becoming not only the commander but also the real leader of the class. In all great enterprises the real leaders have been the sharers of human experience. No way yet has been found whereby one can attain to real leadership except by coming into direct and immediate and friendly contact with those whose minds he seeks to influence.

We teachers, likewise, need to come down from our high places and to identify ourselves with the pupils in our classes. The sharing of experience does not involve any loss of dignity or of real authority. On the contrary, it puts our authority where it belongs—upon the basis of merit and of worth.—SUPT. THOMAS WARRINGTON GOSLING, former President of the National Council of Teachers of English.

Five demonstration schools are maintained in Santa Barbara County, Calif., where best methods under trained teachers are in actual practice. Each elementary teacher is allowed this year two days to visit these schools and to observe the work, and the time is counted as part of the five days given teachers by law for institute work.